LEARN SAVOIR | SPHERE

Quality Learning Toolkit
for Associates

Introduction

As LearnSphere celebrates its 25th Anniversary, we are proud to launch this **Quality Learning Toolkit for Associates.** This compilation of standards and tools gathered from our Associates and elsewhere will help us continue to deliver "best in class" learning experiences, helping businesses and organizations to prosper.

The creation of the toolkit was accelerated by the move to more online learning as a result of Covid-19, but the standards and templates collected here are best practices for any learning environment.

In the spirit of lifelong learning, we welcome your comments on the toolkit. As a living document, it will be updated based on your feedback and requests, as well as on evolving best practices in adult learning.

Purpose

At LearnSphere we want to ensure that our learning solutions are designed and delivered to provide maximum results in terms of effectiveness of the learning. Learning can be evaluated at different levels (Kirkpatrick Model):

1. **Reaction** – Did the learner like the learning experience? Did they feel it was valuable?

2. **Learning** – Did the learner learn? Did they develop/improve skills, attitudes, and knowledge? Did they increase their confidence and commitment to applying those skills?

3. **Behavioural** – Has the learning been applied? Do they have tools and templates to support adopting or adapting learning to their own work?

4. **Results** – Has the learning made a difference? Did it result in positive business outcomes? How did it effect the business and organizational results?

By following the standards and using the tools/templates found in this toolkit, we are confident our learning offerings will continue to produce valuable and positive results.

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Section I. Learning Design Standards

The standards in Section I are applicable to *all learning design*, no matter how it is delivered.

A. The learning experience supports effective adult learning

Adults learn best when they want or need to learn something, and when the learning focuses on relevant problems and practical applications. The nature of LearnSphere's programs means that these two conditions are generally met.

Other conditions that support adult learning are your responsibility:
- Provide a non-threatening environment
- Make sure learners feel recognized and valued for their personal experience
- Provide opportunities for learners to participate actively in learning (both cognitively and by interacting physically with the learning material)
- Plan sufficient time for the learners to assimilate the learning
- Provide participants with opportunities to practice and apply what they have learned
- Provide participants with feedback on their progress (if the length and format of your program allows)

Background information and resources:
- *Knowles' Principles of Adult Learning https://www.linkedin.com/learning/instructional-design-adult-learners/introduction-to-malcolm-knowles-s-andragogy-theory*
- *Understanding Adult Learning Theory https://roundtablelearning.com/adult-learning-theory-principles-and-assumptions/*
- *Applying Adult Learning Theory https://roundtablelearning.com/independentlearning/*

B. Learning outcomes are clearly defined

Learning outcomes go beyond simply listing the topics to be covered. They focus on what learners should know and be able to do by the end of the course. They emphasize how learners will use the knowledge or skills in real life.

Developing learning outcomes provides benefits for you and for the learners:
- **For you:** Helps you plan your learning activities to help you get your desired results
- **For the learner:** Helps them to see the potential benefits of the course; increases their readiness to learn.

Simple and clear learning outcomes are the foundation of a well designed and delivered learning event. We ask that you use Bloom's Taxonomy Verbs when writing your learning outcomes.

Following are some examples of well-written learning outcomes. We have bolded the Bloom's Taxonomy verb to help you understand how to use them when creating your own learning outcomes:

Example 1:

> **Event Title: *Delivering Quality Learning Experiences Online.***
> This was a professional development activity for Associates.
>
> **Learning Outcomes:**
> By the end of the online workshop you will:
> * **Understand** the purpose of the LearnSphere Toolkit
> * **Understand** learning outcomes as the foundation of a learning event
> * **Create** a learning cycle using Kolb's Experiential Design Model and LearnSphere's Learning Plan template

Example 2:

> **Event Title: *Understanding Consumers.***
> This was a module in the Supply Chain 123: Food & Beverage program
>
> **Learning Outcomes**
> By the end of the module you will be able to:
> * **Define** consumer and customer needs
> * **Assess** trends impacting food processors
> * **Describe** your target consumer

Background information and resources:
* *What is Bloom's Taxonomy? - https://www.youtube.com/watch?v=ayefSTAnCR8*
* *List of Bloom's Taxonomy Verbs – See Section IV: Resources*

C. The workshop has a learning plan

One of the best ways to guarantee you are designing and delivering quality learning is through the creation of a written learning plan. As one of the first steps in your design process, writing a learning plan can help you ensure you are meeting the other standards detailed in this toolkit.

Our learning plan template is formatted so that you can quickly see if you are accommodating all learning styles, that you following the learning cycle for each objective, and how much time you are spending on each to ensure learners are actively engaged and have time to assimilate and apply the learning. Feel free to adapt the template to your preferences.

We strongly recommend you create a learning plan for all offering, and especially so when delivering a content for the first time online. If you are offered coaching support from LearnSphere to aid in the design and delivery of online learning, you will be required to create a learning plan.

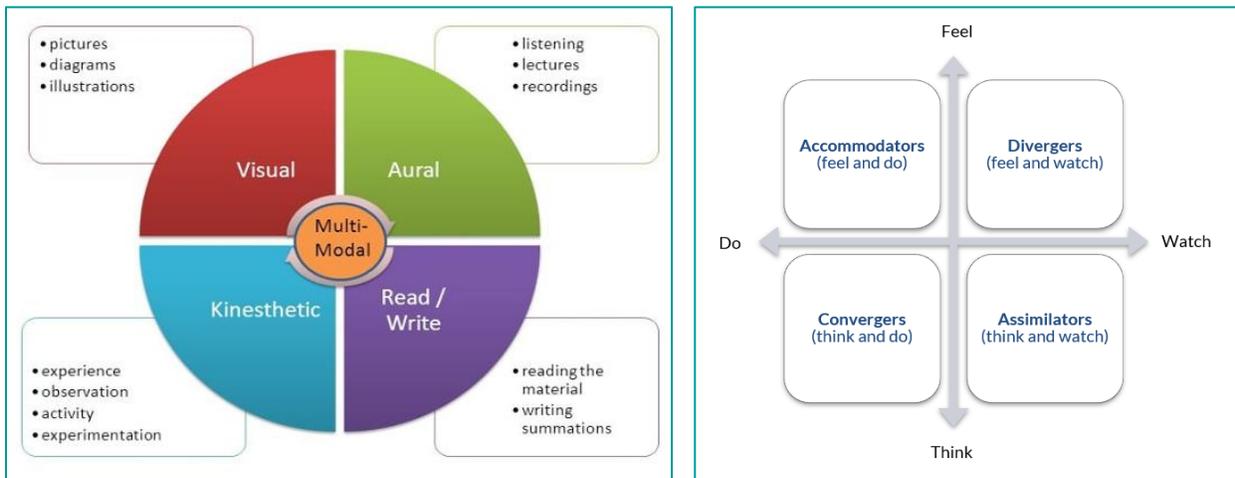*Background information and resources:*
* *LearnSphere Learning Plan Example & Template – See Section IV: Resources*

D. The learning experience accommodates different learning styles

People learn in different ways.

One way of describing learning styles is to think about the main senses that different types of learners prefer (VARK model). Another way of looking at learning styles is to think about whether someone's preference tends more towards Thinking vs Feeling and Doing vs. Watching (Kolb's model).

The key message is that you will have many different types of learners in your program so you must plan multiple ways of delivering your material, to enable everyone to learn. The following section shows how you can do that.

https://tutoringwithatwist.ca/vark-learning-styles/   http://www.nwlink.com/~donclark/hrd/styles/kolb.html

Background information and resources:
- *Fleming's VARK Learning Styles:*
  What is VARK? *https://www.youtube.com/watch?v=7EyDfoAgpHs*
  VARK questionnaire *https://vark-learn.com/the-vark-questionnaire*
- *Kolb's Learning Styles https://web.cortland.edu/andersmd/learning/kolb.htm*

E. Learners are actively engaged in acquiring new knowledge and skills

The following recommended learning cycle, sometimes referred to as ERGA, helps you engage multiple learning styles. You will use one learning cycle for each outcome you want to teach to. If you have five outcomes to teach in your session, you will want to plan for five learning cycles.

- **Experience** - Learners **feel** something
  Show a video, ask learners to read something, get them to work on a puzzle, engage them in brainstorming, or get them working in small groups to explore a topic

- **Reflection** - Learners **consider** what happened
  Ask questions of the learners to get them talking about what happened in the experience. Help them to reflect, but not analyze. Do not get into the why or the how yet.

- **Generalization** - Learners **decide** what that means and how they can use it
  Now you can get into the analysis, and focus on why or how that happened; then get them to expand on the topic

- **Application** - Learners **practice** what they learned
  Finally, give learners opportunities to apply, or plan to apply, what they learned

Background information and resources:
- *Kolb's Experiential Design Model – See Section IV: Resources*

Section II. Online Learning Standards

In addition to the standards described above, there are a few additional standards and resources that apply specifically when providing effective online learning:

F.   The facilitator uses the required technology

- Paid Zoom account
- Computer with a built-in camera or added webcam
- Headset or earbuds with a microphone
- High speed internet or a hard-wired ethernet connection
- Additional monitors (optional)

G. Learners participate frequently in relevant activities

In the online environment, to maintain engagement and enhance learning, participants should be offered opportunities to be meaningfully involved <u>at least six to nine times per hour</u>.

Zoom and Google engagement tool examples with use cases:
- **Chat window** – Conduct a paired activity by assigning learners to chat directly with each other
- **Participant icons** – Ask learners to quickly indicate their experience with/knowledge of a topic
- **Polling** – Gain feedback on if learners feel they can apply new knowledge/skill
- **Breakout rooms** – Assign learners an exercise to complete as a small group
- **Google Jamboard** – Learners read a text on their own and then post top three takeaways
- **Google Docs** – Participants submit their thoughts about the session in a shared document

Background information and resources:
- *Zoom Features - https://support.zoom.us/hc/en-us*
- *Zoom tips - https://www.youtube.com/watch?v=zGNufsyJVwM*
- *Breakout rooms basics - https://www.youtube.com/watch?v=jbPpdyn16sY*
- *Breakout rooms more detailed tutorial - https://www.youtube.com/watch?v=oVhVDa5gUmk*
- *Jamboard help - https://support.google.com/jamboard/#topic=7383643*
- *LearnSphere learning personas - See Section IV: Resources*

H. Slides are changed frequently

Frequent slide changes keep the learner visually engaged online, as they do not have as much to look at as they would in-person. Slides should be changed every three to five minutes. Slide changes do not always mean changing topics.

I. Breaks are appropriately timed

Breaks are important for online training, to enable participants to change focus and move around. Please let participants know up front when breaks will occur and how long they will be.
- For a two-hour workshop plan at least one five-minute break.
- For a three-hour workshop plan at least one ten-minute break.

Background information and resources:
- *Making Virtual Facilitation a Success* *https://www.iaf-world.org/site/pages/making-virtual-facilitation-success*
- *A Primer for Hosting Online Creative Workshops* *https://99u.adobe.com/articles/67152/a-primer-for-hosting-online-creative-workshops*

Section III. Brand Standards

J. Learning Materials are professionally presented, and feature LearnSphere's brand

We prefer that you use the LearnSphere standard templates. Recognizing that many of you have your own branded material and content, you are welcome to use your own formats, unless directed otherwise by contract. If using your own template, you must ensure the LearnSphere logo is featured throughout, and the slides outlined below are included.

Required:
- Workshop Title
- Sponsor or Partner Acknowledgement
- Agenda & Housekeeping
- Best Practices for Participants
- Using Zoom – Participant View
- Learning Outcomes
- Questions
- Introductions

Required (depending on activities used: participant icons, chats, polls, breakout rooms):
- Activity Introduction
- Activity Instructions

Recommended:
- Learning Outcome introduction
- Action Plan
- Break
- Wrap-up

Background information and resources:
- *LS PowerPoint Template for Associates - See Section IV: Resources*
- *LS Standardized Learner Action Plan - See Section IV: Resources*

Section IV. Resources

All resources are available [here](#):

- List of Bloom's Taxonomy Verbs (English & French)

- LearnSphere PowerPoint Template for Associates

- LearnSphere Standardized Learner Action Plan Template (English & French)

- LearnSphere Handout examples

- LearnSphere logo (various sizes and format)

- LearnSphere Learner Personas

- Learning Plan Template with Examples

- Kolb's Experiential Design Model (English & French)

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